

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Theatre (THR)	College/School	College of Liberal Arts (CLA)
Prepared by	Bethany Marx	Phone	474-5365
Email Contact	bmarx2@alaska.edu	Faculty Contact	Bethany Marx

1. COURSE IDENTIFICATION:

Dept	THR	Course #	254	No. of Credits	3
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COURSE TITLE	Costume Design/Construction I
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>	
NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input type="checkbox"/>	FREQUENCY OF OFFERING	<input type="checkbox"/>	Fall	<input type="checkbox"/>
CREDITS (including credit distribution)	<input type="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>		<input type="checkbox"/>
CROSS-LISTED	No	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.	No	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
OTHER (please specify)					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/Studio					

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☒ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted <input type="checkbox"/>	W = Writing Intensive, Format 7 submitted <input type="checkbox"/>	Natural Science, Format 8 submitted <input type="checkbox"/>
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5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG:** including dept., number, title and credits

THR F254 Costume Design and Construction I (h)

3 Credits

Introduction to theory and practice of costume design for the theatre, methods used to make costumes out of a variety of media. Projects include simple hat making, mask making, sewing and related costume crafts. Special fees apply. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES:** (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) **PLEASE SUBMIT NEW COURSE SYLLABUS.** For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

THR F254 Beginning Costume Design and Construction and Crafts (h)

3 Credits

~~Introduction to theory and practice of costume design for the theatre, methods used to make costumes out of a variety of media. Projects include simple hat making, mask making, sewing and related costume crafts. Special fees apply. (3+0)~~

Introduction to basic methods of construction used by professional shops and costume houses to create theatrical costumes. Students will complete several projects covering hand and machine sewing, cutting, fabric identification, simple alterations and costume crafts. Class also includes lectures on shop organization, jobs and policies. Fees Apply. (2+3)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☒ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM:** Specify only one

LETTER: ☒ X

PASS/FAIL: ☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None. The course curriculum is simply being made more specific and will utilize the same persons/facilities/equipment as before.

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ X Yes ☐ The library needs for this course will not change.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The change will not impact departments outside of theatre.

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive: The current course curriculum combines Costume Design, which includes research, fashion history, drawing, painting and script analysis, with Costume Construction, which involves sewing, pattern drafting and fabric manipulation techniques, in one course. The course covers so much material that students do not leave the course with a thorough understanding of either subject. Altering this course and creating a new one focused on Costume Design will allow students to focus on one area at a time and gain a useful, working knowledge of that subject, providing them with better opportunities for future employment.

Negative: Students will only be required to take this course, so the change will narrow the breadth of information they learn in their basic degree core. I believe, however, that the skills they DO learn in the changed course will be more useful to them in the long term, because they will have a greater depth of

knowledge in this one subject. Additionally, the Costume Design course will be an option within other degree requirements should they wish to take it.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

To the average person, costume design and construction may sound like one subject. But to the theatre professional, they are two separate areas of employment. The designer is an artist, who collaborates with other designers for a specific production and makes choices about style, color, time period and fabric. They require excellent research skills, an ability to communicate ideas visually, knowledge of fabrics and sources for other materials and a creative mind. A costume technician drafts patterns, plans and structures the creation of a specific garment, and requires sewing and tailoring skills. Each of these separate paths requires a high level of skill and many years of practice to become proficient. Many universities offer two completely distinct degrees, one in design and one in technology. The costume designer is the architect and the technician is the construction worker hired to build the house. While certain information overlaps, one would never claim to be the other. By separating the current course offered—Costume Design and Construction I—into two courses, Beginning Costume Construction (this course) and Costume Design, we will provide students with a more specific, accurate education in the area of theatrical costuming. Not only will the classes be congruent with available career paths, but focusing on a single subject will allow them to acquire a higher level of proficiency not available in the current class, where the material is spread far too thin and must be rushed through just to cover the basics.

APPROVALS:

(See next page)
Signature, Chair, Program/Department of: _____ Date _____

(See next page)
Signature, Chair, College/School Curriculum Council for: _____ Date _____


(see next page)
Signature, Dean, College/School of: _____ Date _____

Signature of Provost (if applicable) _____ Date _____
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee _____ Date _____

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

		Date	3/22/11
Signature, Chair, Program/Department of:		THEATRE	
(See attached) ^{e-mail}		Date	3/29/11
Signature, Chair, College/School Curriculum Council for:		CLA	
Kerisa Harman		Date	03-30-11
Signature, Dean, College/School of:		CLA	



Breehan Yauney <boyauney@alaska.edu>

Curriculum Council: request for e-mail review of THR/FLM revisions

David Crouse <dcrouse1@alaska.edu>

Tue, Mar 29, 2011 at 4:08 PM

To: Breehan Yauney <boyauney@alaska.edu>

Breehan,

Although I am out of town I reviewed all the theater courses last week and I can vote yes on each one. Also, if need be consider this my electronic signature on each course (ie. you can sign for me).

Best,

David

[Quoted text hidden]

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David Crouse
Associate Professor of English
University of Alaska-Fairbanks

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;
☐ Expected proficiencies required to undertake the course, if applicable.
☐ Inclusion of catalog description is *strongly* recommended, and
☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and
☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

Theater 254: Beginning Costume Construction and Crafts Syllabus

1. Course Information

Course Number: THR 254 Title: Beginning Costume Construction and Crafts CRN: TBD
Time: MWF 2:15p-3:15p Location: Costume Shop-107 FAC Credit Hours: 3

2. Instructor

Bethany Marx, Asst. Professor Office: FAC 105B Office Phone: 474-5365
Email: bmarx2@alaska.edu Office Hours: Tues 2:00-3:30, Fri 1:00-2:00 or by appointment

3. Course Readings/ Materials

Textbook: *The Costume Technician's Handbook* by Rosemary Ingham and Liz Covey
ISBN 0-435-08610-3

Supplies:

2 yard of muslin or plain cotton fabric in unobtrusive color
A small spool of hand sewing thread (Guterman recommended)
One medium-large snap (Sold in multiples. You may want to share with classmates.)
Small binder, slipcover or folder equipped to hold 3-hole punched paper. Doesn't have to be new
2 ¾ yards of woven cotton or flannel fashion fabric, pre-washed (3 yards if you're tall)
½ yard contrasting fabric, also pre-washed*
Small shirt button (Sold in multiples. You may want to share with classmates.)
½ or ¾ inch wide elastic to fit waist
*contrast should be lighter in color or equivalent to fashion fabric or pockets/seams may shadow through. To test, hold up contrast behind main fabric.

Optional Supplies:

A good pair of sewing scissors
A clear, 2"x18" ruler
A tape measure
Pins, hand sewing needles or other sewing supplies

4. Course Description

Introduction to basic methods of construction used by professional shops and costume houses to create theatrical costumes. Students will complete several projects, covering hand and machine sewing, cutting, fabric identification, simple alterations and costume crafts. Class also includes lectures on shop organization, job positions and policies.

5. Course Goals

Students can identify and execute common hand sewing stitches, and know the proper situation in which to use them.

Students are able to thread and operate a sewing machine with accuracy, following straight lines and curves, and starting and stopping at exact points.

Students can interpret pattern markings and instructions to properly cut out a garment.

Students are familiar basic construction methods, including pinning, stitching and pressing.

Students can envision the construction of a basic garment from the pattern pieces through observing the pattern markings and garment illustrations.

6. Student Learning Outcomes

Learn a selection of common stitching techniques by completing samplers, which can be referenced in the future when the skills are required.

Name the parts of a sewing machine and identify them on different makes and models.

Be able to rethread a sewing machine with speed and accuracy, including filling an empty bobbin.

Diagnose simple problems that may be preventing the sewing machine from functioning.

Take measurements of another person and apply them to the following: identifying whether an existing pattern will fit, measuring an existing pattern, completing a basic pattern drafting (sloper).

Visually identify common fabric weaves and fiber contents.

Use a burn test to determine the fiber content of an unmarked fabric.

7. Instructional Methods

This course is taught as a combination of lecture and studio.

Sewing Samplers

Students will complete samples of common hand and machine sewing techniques, hardware and closures using techniques outlined in the text book. Samples should be firmly stapled to the appropriate worksheet and submitted in a binder or folder.

Practicum

Students will complete 20 hours of time in the costume shop working on actual shows or stock repairs. Students receive one point per hour.

Sloper Pattern and Construction

Students will take accurate measurements in class and draft a sloper for themselves, marking and truing the pattern using techniques illustrated in the textbook. The sloper will then be constructed out of muslin and checked for fit accuracy.

Dye Project

Students will be instructed on using dye equipment and be asked to attempt to match a provided color sample.

Pajama Pant Construction Project

Each student will follow provided instructions to mark, cut and build a pair of pajama pants in his or her size, or for a friend or family member. Details include contrasting side seam pockets, waistband lining and rear patch pocket; top stitched button fly and elastic waist. Students will fit each other to mark desired hems. Grading will be based on functional completion of project, care in following instructions, attention to detail and effort.

Leather Mask Making

Students will be taught techniques to make a leather mask following a provided design.

Final Exam

The Final Exam will test terminology and practical skills learned throughout the semester in a written format. Students will define common techniques, describe how to thread and pinpoint problems with machines and illustrate important rules of costume construction.

8. Tentative Course Calendar

Week One:

Introductions, talk through syllabus/supplies.

Assignment: Acquire supplies for class.

Introduction to the Costume Shop, basic fabric/material terminology. Begin hand sewing samplers

Week Two:

Finish hand sewing samplers. Introduction to the sewing machine. Threading the machine and bobbin, filling a bobbin. Introduction to the serger. Machine practice exercises

Week Three:

Basic machine skills. Begin hardware: Zippers

Week Four:

Continue with hardware. Hand-sewn hardware including buttons, snaps, hooks
Machine made buttonholes.

Week Five:

Sewing Samplers due. Some time provided in class.

Begin sloper project. Take class measurements. Explain basic drafting techniques.

Week Six:

Continue sloper drafting. Demonstrate dart manipulation.

Explain basics of cutting/cutting terminology. Cut sloper patterns out of muslin.

Week Seven:

Complete sloper construction, due at the end of the week.

Demonstrate dyeing techniques. Short lecture on color theory and safety.

Week Eight:

Work on dying projects in class.

Some students may begin cutting pajama pants as space allows.

Week Nine:

Continue cutting out pajama pants. Begin serging pattern pieces as instructed.

Week Ten:

Begin constructing pajama pants. Build and attach fly. Begin side seam pockets.

Week Eleven:

Continue constructing pants. Finish side seam pickets. Continue with back patch pocket, waistband construction.

Week Twelve:

Continue constructing pants. Refresh memory on buttonholes. Stitch buttonhole in fly. Attach waistband. Stitch seams and crotch seam.

Week Thirteen:

Hem pajama pants, finish any other steps. Due at the end of the week.
Begin leather mask project.

Week Fourteen:

Finish leather mask. Due by the end of the week.

Final Exam

9. Course Policies

Attendance

Attendance is required EVERY DAY. This is a hands-on class and you need to participate to learn. I know everyone has an occasional “brain lapse,” so students will be granted **two** excused absences in the semester. Any further absences will count against your final grade (see grading below). “Life events” such as weddings may be excused if consent is obtained prior to the event and an effort is made to promptly reschedule and make up missed work.

If you become ill or have a personal or family emergency, such as a funeral, please contact me prior to the start of class and bring a doctor’s slip, obituary or note. If you have doubts about whether something is considered excusable, please talk to me sooner rather than later. Excusing students from class for any reason will remain up to the discretion of the instructor.

Cheating=Bad. Learning=Good.

It is difficult to cheat in this course, as most of the work will be completed in the presence of the instructor. However, as they say, where there’s a will, there’s a way. So, if I catch you cheating, or your work doesn’t look like yours, you’ll lose all the points for the assignment.

Also, please treat your instructor, the shop manager, the equipment and your fellow students with respect. Hurtful, racist or derogatory comments, excessive use of inappropriate language, physical violence and improper use or vandalism of university equipment will not be tolerated. Please see the instructor if any class activity or your classmates are making you uncomfortable so we can address the issue promptly. (Please refer to the UAF Catalog Academics and Regulations under *Student Code of Conduct* for more information on the University’s policies regarding student behavior. I am very serious about this.)

Blackboard/Email

All information included on this syllabus, detailed assignment instructions and up-to-date grades will be available on Blackboard at classes.uaf.edu within the first few weeks of the semester.

Emails will be automatically sent out to remind you of major deadlines; however, failure to receive a reminder email is not an accepted excuse for late work. All due dates are printed in this

syllabus under the tentative weekly schedule. If you do not regularly check your university email address, you may wish to set up forwarding to an address you check frequently.

10. Grading/Evaluation

	points	% of total grade
Sewing Samplers	60	15%
Practicum	40	10%
Sloper	60	15%
Dye Project	40	10%
Pajama Pants	100	25%
Leather Mask	40	10%
Final Exam	60	15%

Total: 400

~~For each unexcused day you miss you will automatically lose points regardless of whether you make up the work.~~ The first day you miss will cost you 10 points, the next day will cost you 15 points, and each day after that will cost you 20 more.

Late assignments will be downgraded **5% each day** and will not be accepted beyond one week after due date unless ok-ed by instructor. Students will be granted a 48 hour grace period on first late assignment only.

A 90-100% B 80-90% C 70-80% D 60-70% Failing is below 60 percent

11. Support Services

If you are having problems with any part of this course, please contact the instructor.

12. Disability Services

I will be glad to work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities. It is the responsibility of the student to contact the office and provide a letter of accommodation within three weeks of the start of class.